

# Ephraim Early Years Nursery School

Inspection report for early years provision

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**Unique reference number**

EY418738

**Inspection date**

11/05/2011

**Inspector**

Liz Coffey

**Setting address**

The Academy at Peckham, 112 Peckham Road, LONDON,  
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**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Ephraim Early Years Nursery School has been registered since 2010. It operates from a self contained unit within The Academy at Peckham, a secondary school, in the London borough of Southwark. Children are cared for in an open plan setting with a designated area for children under two years. However, at times all children are cared for in mixed age groups. There is a secure outside area for outdoor play. The nursery is open from 8am to 6pm Monday to Friday.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is registered to care for a maximum of 24 children in the early years age group, of whom six may be under two years. Children must be aged one year or above to attend the nursery. There are currently 11 children on roll.

The nursery is staffed by five members of staff, including the provider who also acts as the manager. There is a named deputy in place. Over half the staff hold relevant childcare qualifications, with all other staff working towards a qualification. The nursery supports children with special educational needs and/or disabilities and with English as an additional language. The nursery receives support from Southwark local authority Early Years Department.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are treated with warmth and respect in a welcoming child-centred environment. They respond well to the care and support they are given and make positive progress in their learning and development. Staff provide a fully inclusive service, supporting all children to participate in activities which meet their individual interests and support their development. Good partnerships with parents and others involved in children's care and education help ensure that children's needs are met well. The highly motivated manager and staff team demonstrate a positive attitude to self-evaluation and a commitment to continually improving the provision in the future.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop systems for self-evaluation to further identify the setting's strengths and priorities for development that will improve the quality of provision for all children. develop systems for self-evaluation to further identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

- improve documentation to show what staff are working with the children at any time

## **The effectiveness of leadership and management of the early years provision**

There is a strong emphasis on safeguarding children. Robust recruitment and vetting procedures ensure that staff working with children are suitable to do so. Staff are extremely vigilant about ensuring children are very well supervised at all times. Risk assessments and daily checks of the areas used by children are completed to help ensure children's safety. Staff are well aware of the fire evacuation procedures, so children can be evacuated from the premises quickly and safely. Written safeguarding procedures are in place and staff are aware of the procedures to follow if they have concerns about a child. The manager, who acts as the designated safeguarding person for the nursery has an up-to-date understanding of safeguarding issues in line with the Local Safeguarding Children Board guidance and procedures.

Staff have appropriate qualifications and their good knowledge of each child's needs ensures their welfare and learning are well promoted. They access regular training to enhance their childcare practice. There is a wide range of toys and equipment to meet children's needs, and children are able to self-select from easily accessible resources. All required policies are in place for the safe management of the nursery. Appropriate documentation is maintained. However, the current registration system does not clearly record what staff are working with the children. The setting intend to address this with immediate effect. The manager and staff team continually consult with each other about the strengths of the nursery and what improvements can be made to improve the outcomes for children. They are keen to further develop their systems of self-evaluation so that they can identify and plan for future improvements to the service.

Parents are provided with very good feedback about what their child has been doing at the setting and the care they have received. Displays of photographs of children engaged in activities coupled with details about the six areas of learning provide parents with information about how children's learning is promoted through play. Staff complete daily report sheets for parents on younger children's care such as a record of how children have slept and what they have eaten. For the older children a communication book is used to share similar information. In addition, written and photographic observations linked to the early learning goals are completed on all children and shared with parents. These are used by staff to plan for next steps in children's learning taking into account their individual likes and dislikes and preferred learning styles. Staff are committed to providing an inclusive environment for all children. They have forged positive links with other early years settings to look at ways in which they can improve their own service and share good practice. Staff show sensitivity to children who have English as an additional language, learning key words in their home language, resulting in them quickly settling in and enjoying their time at the nursery.

## **The quality and standards of the early years provision and outcomes for children**

Staff have a very good understanding of the Early Years Foundation Stage. They plan and provide a range of adult-led and child-initiated activities in line with the early learning goals. Children make very good progress in their learning and development because staff provide activities that build on their interest and provide sufficient challenge and opportunities for them to develop new skills. Children's creative skills are nurtured and their bright and colourful works of art hang from the walls and ceilings. They paint, draw and colour using an assortment of resources. They eagerly explore and use a range of malleable and natural materials such as play dough, compost, sand and water. Staff extend activities well, talking to the children about what they are doing and asking questions that help to extend their language and reasoning skills. Children develop confidence in using information and communication technology, and they demonstrate good mouse control when using the computer. Children are learning to recognise print from the use of labelling throughout the nursery and mark-make with pleasure using writing materials which are easily accessible to them. Parent questionnaires indicate that they are very happy with their child's progress and praise the care and attention their child receives from the "excellent, highly motivated and skilled staff."

Children enjoy good opportunities for physical development. They have daily opportunities to engage in outdoor play. Staff set up the garden area with activities such as construction toys, books, painting and role play enabling the children to choose from a wide range of activities that help their all round development. Children use climbing equipment and slides with increasing dexterity. They incorporate the equipment into their games and have tremendous fun, for example, pretending that the climbing frame is a pirate ship and that they are pirates. Children feel safe in the setting and they approach staff easily. The diversity of individuals and communities is valued and respected, through provision of an extensive range of books, stories, play materials and themed activities. Children are very self-assured and confident. If a child becomes upset at any time they are comforted by caring staff with cuddles and positive comments. Children are taught the importance of keeping themselves safe and behaving in a manner that does not endanger themselves or others, for example, handling equipment with due care. Posters reinforcing messages such as "good listening" and "good walking" are displayed at children's height and staff readily praise children and remind them of the importance of behaving in an appropriate manner. Children move freely and safely around the play space available due to effective daily risk assessments. They show a sense of belonging as they follow the familiar routines, and grow in independence as they select resources, help tidy away and help set the table for lunch. Children adopt good hygiene routines when they wash their hands before they eat. Staff follow careful procedures for changing nappies and keeping the areas clean, which helps protect children from the risk of cross-contamination. Children benefit from freshly prepared, nutritious meals and snacks that are prepared on site in the school kitchen, and they develop self-care skills as they serve their own portions. Children experience a balanced day with time for rest as well as active play, and nursery routines are adapted to meet individual

needs. Overall, children develop very good skills for the future.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met